

INSPECTION REPORT

GREENSIDE PRIMARY SCHOOL

Ryton

LEA area: Gateshead

Unique reference number: 108348

Headteacher: Mrs E Newton

Reporting inspector: Mrs R Rodger
10347

Dates of inspection: 18th – 22nd June 2001

Inspection number: 193288

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Rockwood Hill Road Greenside Ryton Tyne and Wear
Postcode:	NE40 4AX
Telephone number:	0191 413 2186
Fax number:	n/a
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Widdrington
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10347	Mrs R Rodger	Registered inspector	English The Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed? What should the schools do to improve further?
15181	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21888	Rev J Pryor	Team inspector	Mathematics Information and communication technology Religious education Art and design Music Equality of opportunity	

17857	Mr D Walters	Team inspector	Science Design and technology History Geography Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenside is an average sized primary school located in a dormitory village on the outskirts of Newcastle-upon-Tyne. It serves a socially mixed area with a good proportion of parents commuting to work in the nearby city. Fourteen per cent of pupils are entitled to receive a free school meal which is slightly below average. This figure has fallen since the last inspection. When children start the nursery, their attainment is generally typical of children elsewhere. By the time they start school, attainment is above the local education authority and average in all areas of learning. At the time of the inspection, there were 189 pupils on roll taught in seven classes. Twenty-one children attend the Nursery part-time; the older children in the morning and the younger children in the afternoon. Three of the children in the Reception class were under five at the time of the inspection. There are no pupils from minority ethnic backgrounds. Thirty-three pupils are on the register of special educational needs which is below the national average. Three pupils have a statement of special educational need. At the time of the inspection, the school was led by an acting headteacher on secondment from a nearby school for little more than a term. She was replacing the deputy headteacher who was replacing the substantive headteacher absent through ill-health since the start of the school year. The resolving of this situation is uncertain. The current acting headteacher is due to return to her previous school before the end of the summer term and the leadership of the school may return temporarily to the deputy headteacher on her return to school. The school has close contacts with a feeder comprehensive school which provides French teaching on a weekly basis to the pupils in Year 6. In the past year, 16 pupils have left the school and seven have joined. In most cases this is due to changes in parents' employment.

HOW GOOD THE SCHOOL IS

Greenside is an improving school. Standards are improving in English, mathematics and science. Standards achieved by pupils when they leave the school at eleven have not been good enough when compared to the above average achievement on entry to the Reception class. There has been improvement in standards achieved in English, mathematics and science in the past year, but not to the same extent in the other subjects of the curriculum apart from music and religious education, in which they should be higher. Six members of staff, including the current acting headteacher, are new to the school in the past twelve months. Inspection evidence shows that they are contributing well to improving the school through the direction and leadership provided by the current acting headteacher and the good quality of their teaching. The school is not yet fully effective due to the uncertainty surrounding the future leadership. The school provides satisfactory value for money.

What the school does well

- Teaching in the Nursery and Reception classes.
- Has a clear understanding of what needs to happen to improve.
- Is very well led by the current acting headteacher, with the support and confidence of the staff.
- Provision for the spiritual, moral and social development of its pupils is good.
- Teaches mathematics in the juniors.

What could be improved

- The uncertainty surrounding the future leadership and management of the school.
- The quality of teaching and learning throughout the school so that it is all as good as the best.
- The use of assessment data to set curricular targets and inform the next stages of pupils' learning.
- The role of the curriculum co-ordinators in raising standards in their subjects.
- Standards in science and history throughout the school, in geography at Key Stage 2 and in English at Key Stage 1.
- The inclusion of pupils with special educational needs in lessons.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and was found to have serious weaknesses in its leadership and management. A new headteacher and deputy headteacher were appointed quickly after the inspection, both of whom were absent from school at the time of the current inspection. The deputy headteacher returned to school after the inspection as her period of maternity leave finished. The leadership and management of the current acting headteacher are very good and a significant improvement since the last inspection. Governors have a better understanding of their role. School development planning is now good and provides a clear, strategic direction for the school linked to financial priorities. Good assessment procedures are in place but staff are not yet confident with their requirements. Attainment in religious education is now at least satisfactory and frequently good which is a good improvement. Attainment in geography is still too low in the juniors, but has improved in the infants. Parents value the recent improvements in their involvement. There is now a programme of out-of-school activities. Inspection findings confirm these improvements. Overall, improvement is satisfactory.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	D	C	D
mathematics	B	C	C	C
science	D	D	D	D

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows that in the 2000 national tests, eleven-year-old pupils achieved close to national averages in English and mathematics and below the national average in science. It also shows that the eleven-year-olds did not do well enough in English or science compared to pupils in similar schools although standards reached in mathematics were average. In relation to the pupils' prior attainment at the age of seven, standards were also

below average in English and science and average in mathematics. This means that there has been some underachievement in the juniors in the year up to last year in English and science. Results of the national tests in English, mathematics and science this year show improvements in the proportions of pupils reaching nationally expected levels, with a high number of pupils reaching higher levels in mathematics and English. The school target of 87 per cent of pupils reaching the average level in English and 80 per cent reaching average levels in mathematics has been met. The numbers reaching higher levels in science is too low, indicating some underachievement. Standards in Years 3 and 4 are improving due to good teaching. Standards and achievement in religious education and music have improved since the last inspection due to an increase in good teaching and the increased priority given to the subjects. Standards in the other subjects of the curriculum throughout the school, which include information and communication technology, religious education, art and design, design and technology, history, geography, music and physical education are close to nationally expected levels, although the achievement of pupils throughout the school is not as good as it should be, especially in design and technology, history and geography, where it is too low. The attainment of high attaining pupils is too low in English and science at the end of Key Stage 1. Standards reached by children by the time they reach the end of the Reception class are likely to be above average. Pupils achieve well due to the good teaching and constant interaction with adults in the Nursery particularly. Pupils with special educational needs achieve well when working with the learning support teacher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and interested and enjoy school. Relationships between pupils and teachers are good.
Behaviour, in and out of classrooms	Satisfactory. Behaviour in and around the school is good and pupils get on well together in the playground. While behaviour is generally good in lessons, in a minority, behaviour deteriorates due to failure to challenge and interest pupils in their learning.
Personal development and relationships	Good. Pupils work well together. Pupils take responsibility for tasks around the school sensibly. Regular visits by musicians, artists, police and the drugs advisory teacher have a positive effect on pupils' personal and social development.
Attendance	Very good. It is well above the national average. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good or better in 55 per cent of lessons. It is very good or excellent in 12 per cent and satisfactory in 39 per cent of lessons. This is about the same as in the last

inspection. There is a very small amount of unsatisfactory teaching in each key stage. The skills of literacy and numeracy are taught well in English and mathematics lessons and opportunities are provided to apply mathematical skills in science. The teaching of mathematics in the juniors is good. The teaching of English is satisfactory overall. There are fewer opportunities to apply literacy skills in other subjects in the juniors. Organisation and management of lessons and appropriate planning are good features of teaching. The quality of teaching for pupils with special educational needs and by the additional learning support assistant is excellent. The teaching is not as good for pupils with special educational needs in whole-class lessons where their needs are not always well provided for. Higher attaining pupils learn less well at the end of the juniors because expectations are not high enough and teaching lacks the depth of knowledge required in some subjects to challenge high achievers. At times, pupils are disinterested in their work which can lead to instances of distracting behaviour in a small number of lessons in the infants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality of learning opportunities is satisfactory. Planning has improved since the previous inspection and there are more opportunities for pupils to take part in out-of-school activities.
Provision for pupils with special educational needs	Very good for pupils in their withdrawal lessons, but there are some weaknesses in the support given in whole-class lessons and pupils miss essential parts of the literacy and numeracy lessons when withdrawn from their lessons.
Provision for pupils with English as an additional language	There are no pupils in the school for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision made throughout the school is good. Recent developments in the programme for personal, social, health and citizenship education are a good feature of the provision. Pupils learn well from different religions about moral ideas. The quality of relationships is good. Assemblies contribute well to spiritual development. The school council effectively promotes social and moral development.
How well the school cares for its pupils	Satisfactory. The arrangements for health and safety and child protection are adequate. The new procedures for assessing pupils' learning are inconsistently applied. Attendance continues to be well above average.

The school has a good partnership with parents and there has been much improvement since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the current acting headteacher is very good. She has a clear vision for the future direction of the school which is outlined very powerfully in the school improvement plan. The recently appointed senior members of staff are beginning to contribute well to raising standards throughout the school and have worked hard in recent months to put in place a range of good systems to improve all aspects of the school.
How well the governors fulfil their responsibilities	Despite having a very turbulent year, the governors are now well informed of their roles and responsibilities and are working well with the support of the local education authority and the headteacher to carry out their roles effectively.
The school's evaluation of its performance	The headteacher has, in a very short time, analysed the strengths and weaknesses of the school and has set about with determination to improve teaching and learning through training and support for the teaching staff. The impact of this is apparent in the improvement of weak teachers.
The strategic use of resources	The school makes best use of the resources available to it. The support staff are used well. The governors are not yet fully involved in assessing best value and monitoring the educational effectiveness of financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Improvements in the school in the past year, particularly the improvements in the leadership of the school in recent months. • The progress their children make and that their children like school. • Increased parental consultation meetings in recent months. • The re-establishment of the parent/teacher association. • The behaviour of pupils. • The welcome they receive when coming to school. 	<ul style="list-style-type: none"> • The impersonal school reports. • Lack of information about how their child is progressing. • The facilities for swimming. • The lack of out-of-school activities. • The lack of homework. • The involvement of parents in the work of the school.

The inspectors agree with the parents' views on the whole. Although they cannot comment on what the school was like in the past, they agree that the school has improved in recent months under the current leadership and management. The facilities for swimming are adequate and do not have an adverse impact on the quality of learning due to outstanding teaching. Parents are encouraged to take part in school events now. The inspectors do not agree that there are too few out-of-school activities which have increased in recent months. The amount of homework given is inconsistent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the age of eleven, standards and achievement in 2000 national tests were close to national averages in English and mathematics and below the national average in science. In relation to schools in similar contexts, standards in English and science were below average and close to national averages in mathematics. With regard to the pupils' prior attainment at the age of seven, standards were also below average in English and science and average in mathematics. This means that there has been some underachievement in the juniors in the year up to last year in English and science. Results of the national tests this year in English, mathematics and science for eleven-year-olds indicate an improvement in the proportion of pupils reaching average levels and a good improvement on standards attained last year with almost one-third of eleven-year-olds reaching the higher levels in mathematics and almost a quarter of pupils reaching higher levels in English. Too few high attaining pupils reach Level 5 in science. The results achieved in English and mathematics are a more typical reflection of the achievement of pupils whose attainment on entry to Year 1 was above average. There are several factors responsible for the improvements in English and mathematics: additional lessons have taken place to help pupils improve their literacy and numeracy skills; and for the first time, the senior management team has informed staff of the amount of underachievement in previous years. The cohort of pupils is also different and there are indications that the current Year 6 is more able than in previous years. The school has met its targets of 87 per cent of pupils achieving Level 4 in English and 80 per cent achieving Level 4 in mathematics. The trend in attainment in English and mathematics is upward in the past year following a period of less progress over time. There has been and continues to be underachievement in science due to the lack of priority given to the subject. At the end of the juniors, expectations of what pupils can achieve are too low due to the teachers' lack of subject knowledge.
2. Results of the 2000 National Curriculum tests for pupils aged seven show that standards were above average in reading and writing and high in mathematics when compared to all schools. Compared to similar schools, that is schools with the same proportion of pupils having a free school meal, results were very high in reading and mathematics and above average in writing. Over the past three years, standards in mathematics have remained high and have improved slightly in reading and writing. Standards in science were high in the teacher assessments. Achievement is good in the core subjects. Recently completed national tests for seven-year-olds indicate that standards in English and science have declined with very few pupils achieving the higher levels of attainment. In mathematics they remain high.
3. Inspection evidence generally supports the most recent national test results. The standards attained in lessons by pupils in Years 3 and 4 show they are achieving well due to good teaching and they are on track to do well by the time they reach Year 6. Attainment in the investigational aspects of science continues to be too low at the end of the juniors. This is an aspect of science not tested in the national tests, although it is an important element of the National Curriculum Programme of Study.
4. Standards and achievement in religious education and music have improved since the last inspection due to an increase in good teaching and the increased priority given to the subjects. Standards in religious education have improved from unsatisfactory at the time of the last inspection to at least satisfactory now with some good features.

Standards in the other subjects of the curriculum throughout the school which include information and communication technology, religious education, art and design, history, geography, music and physical education are close to national expected levels, although the rate of progress made by pupils throughout the school is not as good as it should be, especially in history and geography.

5. Standards achieved by children by the time they reach the end of the Foundation Stage are on course to be above average in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. They are in line with expectations in creative and physical development. Pupils achieve well due to the good teaching and constant interaction with adults in the Nursery particularly.
6. Pupils with special educational needs achieve well when working with the learning support teacher. Targets set are regularly checked to enable pupils to move to the next stage of their learning. This good achievement however, is maintained unevenly back in the classroom because the work they are expected to do is frequently lacking in challenge and is time-filling, as for example when they colour in pictures.

Pupils' attitudes, values and personal development

7. Throughout the school, most pupils, including those with special educational needs and those who are under five, have a good and positive attitude towards learning. This has been well maintained since the last inspection. Most pupils are enthusiastic and interested and they enjoy school. This confirms the views of the majority of parents. Children in the Foundation Stage are happy and are quick to settle into the routines of the Nursery and Reception classes. Most pupils are able to speak confidently about their work as they move up the school. During lessons, pupils participate willingly and are keen to contribute ideas and answer questions. In all classes, most pupils listen well to their teachers and to each other. They know the school rules well and in most classes have helped to write their own classroom rules. Pupils respond well to the good programme of personal, social and health education which is in its early stages of development through the school. An example was seen in a Year 5 class where pupils shared their views sensibly when discussing the dangers of alcohol abuse.
8. The school is an orderly environment where pupils care for each other in a helpful and supportive way. Behaviour is good in most lessons, in the playground and while pupils are moving around the school. In some lessons in the infants where the teaching fails to engage pupils in challenging and interesting activities, behaviour often deteriorates, and some pupils become noisy and unsettled. Behaviour in assemblies is good and pupils enter and leave the hall quietly and sensibly. Pupils have a clear sense of the difference between right and wrong and they are polite, friendly and helpful to visitors. The respect they show towards other people and property results in a well-maintained, pleasant and clean environment. During the inspection, no evidence was seen of bullying or harassment, and pupils and parents are confident that any incident will be dealt with quickly and appropriately by the school. There have been no exclusions over the last academic year.
9. Relationships amongst pupils and between pupils and all adults in the school are good. Pupils of all abilities and backgrounds work and play well together. During lessons and in the playground, pupils share resources willingly and sensibly. When given the opportunity, most pupils work well independently and they are co-operative and constructive when working in small groups and with partners. The good relationships

which are found within the school contribute very effectively to pupils' progress and towards raising standards.

10. Pupils' personal development is good. Those with special educational needs enjoy the independence and responsibility for their own box of work when they are withdrawn from classes to work in small groups. Most pupils enjoy the opportunity to take responsibility for tasks around the school. For example, pupils help as classroom monitors, operate the projector for assemblies and set out chairs. Representatives from each class have recently formed a school council, and pupils have made their own decisions and requests for the purchase of new playground equipment. With financial support from the parents' group, they have successfully set up and are running a stationery shop in the school. Pupils in Year 6 take responsibility as prefects for six weeks at a time and they support younger pupils in the playground. The concerns of a few parents over some prefects at times abusing their power have been taken seriously by the school. Through good personal, health and social education and discussions with the headteacher, pupils acting as prefects now recognise their responsibility to be good role models for others. Pupils respond well to the regular opportunities for visits to places of educational and cultural interest. The residential visit to Dukes House outdoor pursuits centre for pupils in Year 6 extends their experience and personal development well. The regular visitors such as musicians, artists, police and drugs advisory teacher, have a very positive effect on pupils' personal and social development.
11. Attendance at 96.3 per cent is very good and well above the national average. Unauthorised absence is rare. Pupils are punctual and registration and lessons start on time. In all classes, there is an efficient and well-ordered start to the day. This has a very positive effect on pupils' progress and their attitude to school.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good or better in 55 per cent of lessons. It is very good in 12 per cent and satisfactory in 39 per cent of lessons. There is a very small amount of unsatisfactory teaching in each key stage. Teaching in the Foundation Stage is good and is satisfactory overall in the rest of the school with considerable variation from excellent to unsatisfactory. Teaching in Years 3 and 4 is good and pupils learn well as a result. Unsatisfactory teaching in the infants is due to work not well-matched to pupils' needs, weaknesses in relationships, behaviour of the pupils and a slow pace with too much time spent organising and managing the pupils. In the juniors, weaknesses occurred more frequently in Years 5 and 6 due mainly to shortcomings in understanding the full requirements of the Programme of Study in the foundation subjects and limited strategies to extend pupils' writing in English lessons.
13. Teaching in English and mathematics is always satisfactory. In mathematics, it is good in the juniors. The impact of this on pupils' learning is good because teachers are confident. They have a good understanding of the requirements of the National Numeracy Strategy. There is plenty of challenge for the high attaining pupils which means their learning is extended and standards are high. Relationships between staff and pupils are consistently good. In the good teaching of English, pupils are clear about what is expected of them due to precise explanations and when objectives for lessons are shared with them. For example, in Year 4, pupils learned to compose a poem containing rhyming couplets and to improve the language they used to make the poems more imaginative. Very good management of pupils and clear expectations for behaviour are consistent features of the good teaching. Teaching is less strong when pupils all complete the same work and at times, the texts used are not motivating and the pupils lose interest.

14. Teaching in the other subjects is satisfactory overall. Opportunities are provided for pupils to apply their numeracy skills in science when for example, they constructed bar charts to demonstrate findings and to measure length and quantities. Overuse of prescriptive worksheets reduces the amount of independent writing completed at the end of the juniors in science, history and geography.
15. The amount of challenge and inspirational teaching seen is more frequent in Years 3 and 4 than other classes. For instance, in a history lesson, pupils were intrigued and very keen to find out about the life of a Roman soldier; pupils were encouraged to take on roles and talk about life on Hadrian's wall. At other times, high achieving Reception class children were challenged in literacy as they 'hot-seated' and worked hard to read difficult combinations of letters to develop reading skills.
16. The teaching methods recommended by the National Strategies for Literacy and Numeracy are beginning to have an impact on the ways in which other lessons are organised and managed; for instance, the teachers' expectations of what pupils should learn is shared with the whole class before they start and consequently, pupils know what to do. Pupils are managed satisfactorily. In some lessons, they are not challenged, the pace of the lesson is too slow and pupils begin to be distracted which has an adverse effect on their learning and progress through the lesson. This is an infrequent occurrence due to the good attitudes of the pupils and the respect they show to staff.
17. Work is marked consistently. The marking of work is satisfactory on the whole. It varies between that which is informative and provides guidance for the pupils about what they must do to improve, to a tick to acknowledge that the work has been seen and found acceptable; this form of marking does little to improve the pupils' standards of achievement. Oral feedback to pupils in lessons is satisfactory. It is good in mathematics. In one class, pupils were provided with targets to aim for in mathematics. The intention is that all teachers provide such support for their pupils as part of the assessment policy. The expected levels of attainment in national tests are recorded year-by-year in English, mathematics and science to help inform teachers of the work required of different groups of pupils. The implementation of this recently introduced procedure is in the very early stages and not a feature in most classes. Pupils are not, as yet, given enough responsibility for knowing what they need to do to improve their work.
18. Homework is given regularly, although in recent months, parents have stated that this is only in preparation for the national tests when their children complete past test papers. In the Foundation Stage, children are encouraged to share books. As the pupils progress through the school, they have an increasing amount of work to do but not to support the foundation subjects. Pupils are not encouraged to find out about the topics they are studying.
19. The quality of teaching by the learning support teacher is excellent, resulting in very good progress by pupils in the short time spent with her. Assessment of pupils' achievements is integral to all her work and is recorded in great detail to inform the next stages of learning. Relationships are very good and pupils are keen to learn in these sessions. The high quality support pupils receive with her is not sustained back in the classroom where too frequently, teachers have no idea what is included in the individual education plan for their pupils and they complete unimaginative time-filling exercises, usually involving colouring activities. The additional support in classrooms and an influx of new staff is beginning to address this weakness as they work more closely with the

learning support teacher to provide work more appropriately matched to the pupils' needs in lessons.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

20. The quality and range of learning opportunities provided by the school are satisfactory. The school meets the requirement to teach all subjects of the National Curriculum and religious education. The National Literacy and Numeracy Strategies are used. The implementation of the National Numeracy Strategy is having a positive impact on standards. Generally, there is appropriate emphasis on developing pupils' literacy and numeracy skills, although this is not planned for in the other subjects of the curriculum.
21. The Foundation Curriculum is now fully implemented in the Nursery and Reception classes. There is good continuity evident between the two classes. The staff plan well together. All areas of learning are included in planning, although the contribution of the outdoor environment is not as strong a feature of the planning as it should be. The school has not yet looked at the links with the National Curriculum, particularly for the high attaining children in the Reception class.
22. The previous inspection report identified a key issue for action in relation to the curriculum which was to increase the opportunities for out-of-school activities. Since the beginning of the current school year, a range of activities has been provided which has pleased parents. The staff give freely of their time to organise these activities. The school is effective in promoting competitive sport through games and swimming galas. Links with the community are satisfactory, with improving contact with the local churches and sports clubs. As a centre of excellence for modern languages, the local secondary school provides teaching in French for Year 6 pupils. These events and the residential and other visits undertaken are effective in broadening the curriculum.
23. The school is in the process of adopting nationally recommended schemes of work for the foundation subjects which provide useful guidance for what has to be taught at each stage and how pupils' progress can be checked. Not all teachers are aware that these are guidelines and should be adapted to suit the abilities of pupils, not followed uncritically. The time allocated to science is not as high as it should be and there are some subjects in which standards are low that have an insufficient allocation of time, notably history, geography and design and technology.
24. Provision for personal, social and health education is good. The school seeks to promote pupils' awareness of health through the Healthy School Award. Early evidence suggests that they will be successful in this venture. In their programmes for sex education and teaching about the harmful effect of drugs and medicines, the school makes good use of visiting specialists. Otherwise, these areas are taught as part of science.
25. The school makes satisfactory provision for pupils with special educational needs. The Code of Practice for special educational needs has been implemented and the provisions in statements of special educational needs are met. Pupils' individual education plans are well prepared, with clear targets and review dates. Unfortunately, lesson planning does not always consider the targets set out in individual education plans, resulting in variable provision and classroom practice. This adversely affects the rate of pupils' progress and is a similar judgement to the one in the previous report.

26. All pupils do not have equal access to the curriculum. Those with special educational needs do miss essential parts of English and mathematics lessons. The school's links with other institutions for training purposes are well developed in the Foundation Stage, but less so in other areas.
27. The provision made for the pupils' spiritual, moral, social and cultural development throughout the school is good. The recent development of the programme for personal, social, health and citizenship education (PSHCE) is a significant feature of this provision and provides time for pupils to learn how to discuss matters of importance to them in an ordered and gentle way. The development of that aspect of religious education which is concerned with learning from religions and responding to religious and moral ideas, has also strengthened this aspect of the school's life. Another important outcome of this good provision is the high quality of the relationships between pupils and with the staff.
28. The good provision for the pupils' spiritual development is supported by the well-prepared and delivered programme of assemblies and collective worship in the school. The variety of this provision, ranging from classroom assemblies, assemblies for different sections of the school as well as whole-school celebrations, is well planned for and ensures that all the pupils can respond to these opportunities for collective worship in ways appropriate to their age and family background.
29. Making good provision for the pupils' spiritual development is seen to be important in its own right as well as helping to improve standards of work and behaviour as the pupils develop a proper personal pride, valuing themselves as well as the work that they do. Occasions such as the residential visit to Duke's House Wood, with its programme of adventurous activities, are looked forward to by the pupils who recognise them as opportunities to feel grown up and responsible and to meet challenges from their own resources. Other opportunities provided in the school for the pupils to express themselves in art and in music, as well as through more academic subjects, are used well to develop the pupils' self-esteem and sense of personal worth. This is seen by the headteacher as an important part of the drive to lift standards and raise the morale of the school.
30. Each class in the school has developed its own set of rules. These rules are then used as reminders to the pupils, and by the pupils, when the normally good behaviour slips. There are also school rules and procedures, well known to the pupils, by which the school functions well as a community. This, together with the discussions in circle time about how certain actions and activities make pupils feel, makes a good contribution to the pupils' moral development. Another important feature of this provision is the development of the elected school council with members drawn from each class. Discussions about, for example how to regulate the pupil customers for the school stationery shop fairly, provide a good model for pupils to use in thinking and talking about other moral issues. These arise in many areas of the curriculum such as religious education, history and geography, though in some instances opportunities to make the link between, for example environmental questions and moral judgements, are not clearly made.
31. The school council is a good feature of the provision for the pupils' social development. Another strength of this good provision is the recently developed programme for PSHCE with its involvement of members of the local community, such as the police, in its presentation. The school's behaviour policy and the management of pupils in the classrooms and about the school are successfully designed to emphasise the virtues of co-operation. The pupils are encouraged to think of themselves as members of 'our' school as a community and to take a pride in it. During the year, pupils undertake

activities within the local village community, such as singing for groups at Christmas. They also receive the benefit of other communal activities involving the school, such as the appointment of an artist in residence in connection with the millennium events in the village. The variety of the provision helps the pupils to understand how a community works and what the social demands on individuals within it might be.

32. The good provision for the pupils' cultural development involves both their own culture and the broader culture of contemporary Britain including different ethnic and religious groups. The work in religious education successfully introduces the pupils to the behaviours and beliefs of people such as Hindus, Jews and Muslims, which vary to a greater or lesser extent from the pupils' own background and customs. Work in art and music derived from other continents and cultural groups serves to broaden their experience well. They learn to treat other people's beliefs and customs with respect and understanding, such as when they look at different ways of praying, some from the Jewish culture, others from the Hindu. Studies in music give the pupils opportunities to engage with music from their own Northumbrian heritage, with British culture from the sixties and more recent times. Year 6 pupils learn about the French culture and traditions through their weekly French lesson.
33. The good quality of the overall provision for this aspect of school life enables the pupils to develop a sense of identity and a set of shared values that underpin the school's generally successful efforts to improve the quality of education provided and the standards achieved.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides satisfactory pastoral care and welfare for all pupils. Parents have some concerns about inconsistencies in the level of support between classes. The inspection finds that improvements to management and organisation with a more consistent approach are already having a positive effect on the support for pupils both academically and socially. Pupils with special educational needs receive satisfactory support from teachers and learning support assistants who are sensitive to their needs. This enables pupils to make satisfactory progress and to take advantage of all educational opportunities the school has to offer. Children in the Foundation Stage are happy and well cared for by dedicated staff. The school provides a secure environment for all pupils to enable them to work and play safely. Staff know pupils well and close attention is paid to their individual, physical and emotional needs. This makes a good contribution to pupils' progress and achievement and on the ethos of the school. The developing programme for personal, health and social education, which includes good provision for sex and drugs education, promotes pupils' awareness and understanding of the need to care for themselves and for others. This area of learning is extending their personal development well.
35. Child protection procedures are satisfactory. The acting headteacher is the named designated person with responsibility, and meetings have been held with teachers to ensure they are all aware of the relevant procedures to follow in the case of concerns. The school recognises the importance of alerting all staff, including lunchtime supervisors, towards following the relevant procedures. The school works closely with outside support agencies to which all pupils have full access. Good personal records are kept up-to-date and are used well to support pupils' needs.
36. Health and safety issues are satisfactorily monitored, and staff are vigilant in ensuring that any potential safety hazards are dealt with quickly. The school is aware that the health and safety policy is in need of updating. The local education authority has

recently completed a safety audit of the school and the caretaker provides valuable assistance by undertaking a variety of maintenance work around the site. He and his cleaning team take a pride in the school and are committed to keeping it very clean, well maintained and a safe environment to support teaching and learning. Equipment for physical education is checked regularly and certification is well documented. Pupils are alerted to safe practices during lessons and whilst in the playground. Satisfactory procedures are in place for first aid with three qualified first aiders on the staff. Regular fire drills are held when the building is evacuated.

37. Satisfactory procedures are followed for monitoring and recording attendance. The registration system is currently being updated to a computerised method of recording to improve consistency between classes. Procedures to follow up any unauthorised absence are insufficiently prompt to ensure accurate recording of attendance on a daily basis. Good procedures are in place for monitoring and promoting behaviour in accordance with the school's behaviour policy. Class teachers record any concerns in their class pastoral file as well as good behaviour and achievements. All adults in the school act as good role models and there is a consistent approach to expectations of good behaviour. A good and positive system of reward and celebration is in place to encourage pupils to do their best both academically and socially. Good procedures are followed for dealing with any bullying or harassment amongst pupils. Parents feel that since the arrival of the acting headteacher there has been an improvement in the quick and efficient way that any bullying is dealt with. The importance placed on the development of the new programme for personal and social education is already having a positive impact on relationships and behaviour. The newly formed school council is making a good contribution to pupils' attitudes and personal development. The school is currently working towards achieving the Healthy Schools Award.
38. All pupils, including those children in the Nursery and Reception class, are well supervised in the playground and good attention is given to their safety and welfare. Parents' concerns about the junior yard where there are some areas hidden from view are not upheld. The school has identified this as a possible health and safety issue, and good procedures now ensure that there are always two members of staff circulating the whole area during breaks and lunchtime and that all pupils can be seen. Good arrangements are made for the introduction of children into the Nursery and Reception class with visits and an introductory meeting held for parents. Through the school's close links with the secondary school to which most pupils transfer, those in Year 6 are well prepared and supported through visits, meetings and joint activities.
39. The arrangements for assessing pupils' attainment and progress are satisfactory. The procedures currently adopted by the school for the assessment of pupils when they join the Reception class are not based on the statutory curriculum for the Foundation Stage. Consequently, there are difficulties posed using assessment information to inform the next steps of learning and planning. The school has identified this as an area for development. The required statutory assessment tests and tasks are in place for English and mathematics at the end of each key stage. The planned analysis of the results from these tests are beginning to provide an appropriate resource for judgements about planning the pupils' future work and for setting targets for the school and for individuals and groups of pupils. The planned pupil progress record sheets are not yet in place and the creation of curricular targets for individual pupils in numeracy and literacy has not yet happened except in one class. There are no systems for assessing science and the other subjects of the curriculum. Plans are in hand for the review of assessment of all subjects in the near future as a priority in the school development plan. Meanwhile, teachers make considered judgements about how well the pupils are doing from their good knowledge of them.

40. Assessment information is not used consistently to inform the next stages of pupils' learning. It is not expected that there is a weekly evaluation of what pupils have learned through the week to inform the next stage of pupils' learning. Targets to help improve their work are only shared with pupils in one class. The plans to improve assessment are very recent as a result of the appointment of an assessment co-ordinator. The planned arrangements have the scope to provide the school with a secure basis on which to judge pupils' attainment, but they have a long way to go to be consistent and effective in all classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has a good partnership with parents and there has been much improvement since the last inspection. This confirms the views of parents who feel that the school is now friendlier and more welcoming and that they are encouraged to help. The school is keen to encourage parents to be involved in the life of the school and to be constructive in their children's learning. The acting headteacher is readily available to parents and is very welcoming to them. Most parents are satisfied with the education provided by the school and feel that their children are well cared for. Some parents have concerns about the recent instability in staffing, resulting in inconsistencies in levels of expectation and support and the effect this may have on their children's progress. The inspection finds that much improvement has been achieved recently in the development of a more consistent approach throughout the school. Most parents are very supportive of the work of the school. A small group of parents help regularly in classrooms with such activities as baking and reading. In addition, more parents assist when pupils are taken out on visits, and they provide good support for any social events organised by the school or parents' group.
42. Almost all parents feel that the school is now more approachable and they would feel comfortable to ask questions or discuss any concerns. Parents of pupils with special educational needs are very supportive and they are invited to attend all review and assessment meetings. Most parents make a good contribution to pupils' learning at school and at home by listening to reading and assisting with homework tasks and special topics. Parents' concerns about arrangements for homework are confirmed, and the school is currently developing a programme to ensure a more consistent approach between classes. Parental involvement has a strong impact on the work of the school and on pupils' progress and achievements.
43. The quality of information for parents is satisfactory. The acting headteacher sends out regular, helpful and friendly newsletters informing parents about organisational matters and events. The parents' group produces its own regular newsletter which is also sent out to parents to encourage them to be involved with activities. Most parents feel that communication has recently improved and they now feel well informed. Parents receive a copy of the behaviour policy and a helpful booklet about bullying. At the beginning of each academic year, a curriculum evening is held for parents when the curriculum is discussed. No written information is yet available for parents about the curriculum and the topics which their children will be learning, and this is recognised by the school as an area requiring improvement. All pupils have a home/school reading diary. These are often used well as a communication between home and school but there are inconsistencies between classes. Most parents attend the regular open evenings when they have the opportunity to see pupils' work and to formally discuss progress with teachers. Although a significant number of parents do not feel well informed about their children's progress, they are happy that they now feel able to discuss this with teachers on an informal basis. The inspection confirms parents' views that the annual reports in

their computerised style are impersonal, often identical and contain insufficient information about progress. The acting headteacher has recognised parents' concerns, and an improved and more informative and personalised style of reporting has been adopted for the end of this academic year. The prospectus and the governors' annual report to parents provide a good amount of information about organisation and the curriculum.

44. The previous parent teacher association which had disbanded has recently been re-established by a group of parents on an informal basis. They are a committed group who are working hard to support the school through fundraising activities. Pupils have benefited through their support in financing the school council's stationery shop. The school has recently allocated a convenient room for the specific use of parents and this is being used well for them to meet together in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management by the current acting headteacher are very good. She has shown a strong level of determination to quickly move the school forward. Progress on implementing the action plan following the previous inspection has been very slow until recent months. She has built well on the changes begun by the previous acting headteacher such as the introduction of out-of-school activities. The local education authority has worked closely with the school and the governing body to ensure the school now fulfils statutory requirements. The recently developed mission statement includes appropriate aims and values for the school. Due to the uncertainty about the future leadership of the school, there are no guarantees that progress made in recent months will continue.
46. On her temporary appointment a few months ago, the headteacher audited the strengths and weaknesses of the school and introduced a range of effective systems to ensure consistency of practices and improvements in standards. She has used the outcomes of the audit to set out the strategic priorities for the school in the school improvement plan. Central to this is the aim to create a shared approach to improving the quality of teaching and learning and raising standards by developing the role of the curriculum co-ordinators. A programme to improve the confidence and levels of independence of the pupils, through the setting up of a school council, is helping to promote pupils' personal and social development well. A senior management team is now in place. Detailed monitoring of teaching has taken place and where weaknesses are identified, programmes of support have been put into place. This has had a good impact on improving the quality of teaching for older pupils. Curriculum co-ordinators have clear expectations of their role and are beginning to have an impact on improving standards in English, mathematics and science. There is still some way to go before there is the same impact in the other subjects of the curriculum but co-ordinators know what to do and are keen to get on with this. Five members of the teaching staff have been in school for less than a year. They have worked well with the senior management team to create a shared ethos with a strong commitment to raising standards. The oldest pupils in school are set to reach the targets set for English and mathematics.
47. The school has an appropriate number of qualified teachers whose collective expertise matches the curriculum well. This is similar to the findings of the last inspection. The classroom support assistants and nursery nurses throughout the school are very effective. They form an effective partnership with the teachers. The support to help pupils develop their reading skills is impressive. The learning support teacher works well with pupils with special educational needs in withdrawal groups. She has less involvement in lessons. Induction arrangements are good. The procedures have been

updated since the previous inspection. The newly qualified teacher has valued the support from her nursery colleagues.

48. The governing body is beginning to be aware of its responsibilities with regard to the strategic management of the school. In the recent past, it is reported that they were ill informed about standards achieved by pupils. They were unaware that standards achieved compared to similar schools was an area of concern. Recent training has rectified this and they now understand how to compare schools' results. This is a direct consequence of substantial training and very regular support from the local education authority, in both a training capacity and through the support provided through the task group set up following the absence of the substantive headteacher to ensure continuity in the overall management of the school. Arrangements for performance management are satisfactory. Changes in the leadership of the school caused some delays initially in the objective setting process but the school is now on track to begin the second round of this.
49. The careful financial management of the school budget effectively supports many aspects in the school development plan. The day-to-day finances of the school are managed well by the acting headteacher and the secretary. Satisfactory procedures are followed to ensure that governors, many of whom are inexperienced, are well informed of the precise state of the budget. Although there has been an improvement in the way the school budgets systematically, the governing body is not yet fully involved in assessing best value and monitoring the educational effectiveness of financial decisions. Specific grants given to the school, such as those to provide additional support for literacy and numeracy, are used effectively for their designated purpose. The school is well supported by the local education authority. The governors are in the early stages of securing best value for the school. They are beginning to be aware that they need to approach a number of suppliers of services rather than relying on those who have always provided basic services to make sure that the best value is achieved.
50. The accommodation is good and sufficiently spacious for the delivery of the National Curriculum. Colourful and interesting displays of pupils' work, pictures and artefacts create a stimulating and well-maintained environment for children to learn. The addition of the new extension has provided an attractive building which very successfully combines the old with the new. All teaching and storage space is used efficiently. The interior is very clean and tidy although parts of the old building present the school with constant maintenance problems. The good provision includes a large hall, information and communication technology suite and library. The two floors are linked by stairs and a lift, and the school is well equipped with disabled toilets and internal ramps. Outdoor accommodation is good with two large tarmaced play areas and separate secure hard and grassed areas for the use of the Nursery and Reception classes. The school has use of the nearby community playing field and cricket pitch for sports.
51. Except for English and information and communication technology, the resources provided to support the subjects in the curriculum are satisfactory in quality, sufficient in quantity and readily accessible. There are too few books for guided reading and pupils have to share individual whiteboards in whole-class, shared writing sessions. In almost all the subjects there has been an audit of resources and the needs identified have in almost all cases been made good. Resources in mathematics have been

improved by recent purchases and this has had a positive effect on standards. The school has identified the need for more computers as well as a wider range of programs. In physical education and design and technology, the quality of the equipment and tools is good. In art, the storage of resources has been improved to make them more readily accessible for use by all staff and to broaden the range of materials used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The headteacher, with the support of teachers, the governing body and the local education authority should:

1. As a matter of urgency resolve the uncertainty surrounding the leadership of the school.

(paragraph 45)

2. Improve the quality of teaching and learning by:

- raising expectations of what pupils can achieve;
- providing training in the foundation subjects where teaching is weak;
- providing work in lessons more closely matched to the needs of pupils, particularly the more able pupils in each class;
- making more effective use of assessment information to inform planning;
- improving the quality of marking pupils' work;
- ensuring that pupils have access to high quality resources.

(paragraphs 12,13,16,17,40,69,71,74, 77,78, 92, 97,)

3. Continue to ensure that consistent use is made of assessment data to:

- analyse National Curriculum test results and set measurable targets for improvement in English and mathematics for next year;
- use the predicted attainment levels to set challenging curricular targets for pupils in English and mathematics;
- share targets with parents and pupils so they know what is expected of them and what they need to do to improve their work.

(paragraphs 39, 78,83, 88, 93,)

4. Continue to involve curriculum co-ordinators in raising standards in their subjects by:

- introducing effective assessment procedures for all subjects where these are not currently in place;
- providing co-ordinators with time to check the quality of teaching in lessons and to give colleagues oral and written feedback;
- carrying out a scrutiny of work to establish levels of attainment in their subject year-by-year;
- compiling portfolios of work from each year group matched to each National Curriculum level to assist teachers in assessing pupils' attainment with greater accuracy.

(paragraphs 46, 54, 79, 84, 89, 94, 99, 115)

5. Raise standards in science and achievement in history throughout the school and in English at Key Stage 1 and in geography in Key Stage 2 by:
 - providing more challenging work for high attaining pupils, especially in aspects of investigative and experimental science and geography;
 - allocating more time to science so it has the status of a core subject;
 - ensuring that the material used for English teaching is interesting to the pupils, particularly the boys.

(paragraphs 1,2,3, 23, 66, 68,76, 77,91, 92, 96)

6. Improve the support for pupils with special educational needs in lessons and make sure they are not excluded from the main teaching activity in the literacy and mathematics lessons.

(paragraphs 6,19,25,26)

There are minor weaknesses in the Foundation Stage which the school may also wish to consider improving. They are: to improve assessment arrangements to match the Early Learning Goals in the Foundation Stage curriculum; to include planning for the outdoor environment in weekly plans; to provide more planned activities in communication, language and literacy and mathematical development, particularly at the end of the Foundation Stage; and to ensure that more able children are challenged in the Reception class in mathematical development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	8	43	39	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	189
Number of full-time pupils known to be eligible for free school meals		26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	16	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	10
	Girls	16	16	16
	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (83)	100 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	16	16	16
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	92 (83)	100 (92)	100 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	9	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	14
	Girls	9	8	9
	Total	22	23	23
Percentage of pupils at NC level 4 or above	School	73 (65)	77 (75)	77 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	9	8	9
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	77 (65)	80 (70)	87 (65)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	7.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	450,697
Total expenditure	450,917
Expenditure per pupil	2,291
Balance brought forward from previous year	15,295
Balance carried forward to next year	15,075

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	46	5	1	0
My child is making good progress in school.	39	52	6	2	1
Behaviour in the school is good.	25	65	5	2	3
My child gets the right amount of work to do at home.	20	47	23	6	3
The teaching is good.	37	51	9	0	3
I am kept well informed about how my child is getting on.	34	34	23	7	1
I would feel comfortable about approaching the school with questions or a problem.	55	41	2	2	0
The school expects my child to work hard and achieve his or her best.	41	48	6	3	1
The school works closely with parents.	24	51	17	6	2
The school is well led and managed.	30	49	8	6	6
The school is helping my child become mature and responsible.	21	63	9	1	6
The school provides an interesting range of activities outside lessons.	25	40	23	8	3

Other issues raised by parents

The parents are concerned that they are not kept informed about staffing changes. In particular, they are concerned about the long-term leadership and management of the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. In the Foundation Stage, children under five are taught in the Nursery class and in the Reception class. Children enter the Nursery when they are three years old and start in the Reception class at the beginning of the year in which they will be five years old. The nursery staff visits the children in their own homes prior to starting the Nursery and the children have the opportunity to visit the Nursery with their parents in the term prior to their entry to school.
54. The staff has worked well to provide children with a continuous experience as they go through the Foundation Stage. The curriculum is planned to meet the expectations of the National Early Learning Goals for the six areas of learning. Not enough account is taken of the requirements of the National Curriculum for the more able children in the Reception class in some areas of learning. Targeted activities are planned in greater detail for each area of learning. Currently, no extra time is given to communication, language and literacy development and mathematical development in the group times. Consequently, children only have access to one planned activity in these areas of learning each week. This is not enough. Children are assessed regularly using the levels identified in the baseline assessment scheme which is incompatible with the Early Learning Goals. The staff is aware that assessment procedures are in need of review to match the new requirements of the Foundation Stage. This has yet to be done. The organisation of the accommodation contributes well to sustaining high quality learning in the Nursery as screens to lessen the distraction from other children separate the areas. The management of the Foundation Stage is the responsibility of one of the job share teachers. As this is a relatively new arrangement, the current year has been spent implanting the requirements of the revised curriculum for this stage and ensuring continuity and progression in the teaching in the Nursery and from the Nursery through to the Reception class. All this has been managed effectively. Provision in the Nursery and Reception class has improved since the last inspection due to the introduction of the revised curriculum and the improved continuity between the Nursery and the Reception class.

Personal, social and emotional development

55. This area of learning is a strength of the Foundation Stage, which is a good improvement since the last inspection. Attainment is high and children achieve well in the Nursery and the Reception class. A contributory factor in the confidence, independence and co-operation shown by children in the Nursery particularly, but across the key stage, is the sensitive and caring attitudes of staff towards all children. Staff are deployed very efficiently and very good use is made of additional voluntary help on a regular basis. As a result, children are confident and learn to share and take turns in conversations with adults and other children. For instance, a group of children working in the Nursery performed a play with puppets. They were encouraged to take on roles of the story characters which very effectively developed their self-esteem as the children, at first cautiously and then confidently, mimicked each character in the story 'Goldilocks and the Three Bears'. When playing games, children are encouraged by the teachers to take turns so that by the time they are in the Reception class, they play together well and take turns when playing games independently. The quality of teaching is good because the adults are continually involved with the children. This level of interaction is good because children's behavioural expectations are made very clear in

an unassuming way. Potential disputes are resolved in an unobtrusive way by a member of staff acting as arbitrator. Children have good relationships with each other and share resources willingly. Behaviour is always good with very positive attitudes shown by the children towards learning activities.

Communication, language and literacy

56. Attainment and achievement are high. By the time the children leave the Reception class, many are achieving beyond the Early Learning Goals in this area of learning. Well-deployed staffing throughout the Foundation Stage ensures that children are very well-supported, questioned and encouraged to share their thinking when investigating, talking about their likes and dislikes and learning new skills. As well as planned adult-led activities, each area of the Nursery has a key question related to the theme. For example, 'Can you tell a story?' encourages the children to do just that and provides a useful prompt for adults supporting children in their free choice time. In the example observed, children learnt how to sequence a familiar story and the vocabulary associated with play acting; 'audience' and 'character' were understood by the older children taking part. By the time the children are nearing the end of their time in Reception class, they have developed their oral skills well. Children discussed articulately and with confidence the ingredients needed to make soup. One boy confidently described to the rest of the class how he created a moon car. One by one the children showed they understood initial sounds and more able children sounded out two vowels together. Higher attaining children are given additional tasks to challenge them alongside all other children. A confident child narrated a story while others acted out the various roles. Children enjoy reading and readily share books in the quiet room adjoining the Nursery. Elements of the literacy hour are taught in the Reception class. The class is generally split into two groups for this with responsibility for teaching shared between the nursery nurses and the class teacher. The current organisation of the Reception class makes implementing the three-part literacy hour as recommended for the end of Reception year impossible. Consequently, there are too few follow-up adult-led literacy activities planned for group time over the week. The quality of teaching and learning is generally good.

Mathematical development

57. Children demonstrated above average attainment in this area of learning throughout the Foundation Stage. Achievement is generally good in the Nursery and satisfactory through the Reception class. Children showed good levels of interest and understanding of high two-digit numbers when discussing their house numbers. Challenging teaching by a volunteer showed just how far the children could achieve. They learned to match a number to the appropriate number of plastic bears and that if one more was added a higher number was made. Such challenging work was not seen being built on effectively in the Reception class where half the class was observed recognising numbers to ten and ordering. The lack of challenge led to the children becoming restless due to lack of expectations and unfamiliarity with the requirements of the National Numeracy Strategy. The quality of teaching is good in the Nursery and satisfactory in the Reception class in this area of learning. Older and more able children in the Reception class are not always challenged as much as they could be.

Knowledge and understanding of the world

58. Children are likely to attain the Early Learning Goals in this area of learning by the time they leave the Reception class. Children showed above average competence using computers in the Reception class. They have good mouse handling skills. In pairs,

children showed they knew how to 'log on' and create a pictogram. This is very good attainment. Supported by an adult helper, the children investigated habitats of creatures living under logs in the Nursery garden. This effectively helped to develop observational and collaborative skills as the children compared the similarities and differences of the creatures they found. Their curiosity is fostered well as they eagerly ask questions. A range of small and large equipment helps children develop new skills and refine existing skills as they make models using construction material. Older children begin to record their observations. The quality of teaching is good. A strong feature of the work with younger children is the encouragement they are given to take part and explore unfamiliar activities. This contributes well to their learning. The needs of individual children are taken into account at all times. Planning is related appropriately to the three levels of achievement known as the 'stepping stones' in the national guidelines.

Physical development

59. Children use equipment and material with confidence. For example, making caterpillars required the children to carefully stick a variety of shapes to make a caterpillar shape. By the time they are at the end of the Reception class, children move with confidence, imagination and in safety both indoors and outdoors. Opportunities to control movements, to climb and balance and to travel around in different ways are provided regularly in the hall for the Reception aged children. The children are likely to have exceeded the Early Learning Goals by the time they leave the Reception class. The quality of teaching is generally good because the teaching provides encouragement to achieve more as well as time to develop physical skills in the outdoor environment. Children have daily access to the outdoor environment which provides further opportunities to develop physical skills. However, there are no plans to indicate what children are expected to learn or how the experience contributes to their development. The staff are aware of this as an area for development.

Creative development

60. Opportunities to develop children's creativity are frequently linked to other areas of learning. For example, using scissors, children cut out previously drawn face shapes and attached them to a stick to make puppets to use later in the puppet theatre. While a worthwhile activity, the outcome was very much predetermined by the prescribed range of material available to make the puppets which limited the exploratory and imaginative aspects. At other times, when working with paints, children mixed colours and decided for themselves what was suitable to use. Using wooden blocks, a group of boys designed a safari jeep imaginatively and set off on an animal hunt retelling a familiar story as they went on their imaginary journey. Children in the Reception class combine with Year 1 for music and consequently, sessions are planned to meet National Curriculum requirements. The children showed they could clap rhythmically and keep time with the percussion instruments which demonstrated a high level of achievement due to the challenge of the activity. A volunteer drama specialist works regularly in the school with the older Foundation Stage children. Again, the improvisation he expected of the children was of a high level as he engaged the children's interest in taking on the roles of animals and stalking through the jungle to discover the stranded traveller. Attainment and achievement are high in this area of learning as a result of well-focused teaching, especially in the Reception class. Staff have high expectations, plan well and intervene appropriately to encourage and challenge children to achieve more. Teaching is satisfactory in the Nursery and good in the Reception class.

ENGLISH

61. Standards and achievement are satisfactory throughout the school, which is broadly the same as the last inspection. Standards are generally average in writing for seven-year-olds and above average in reading. Standards for eleven-year-olds are average, with some above average attainment in reading. A satisfactory number of pupils reach the higher levels of attainment in the juniors. Too few pupils reach higher levels in the infants. The quality of teaching is satisfactory overall, with some good teaching in Years 3 and 4.
62. However, when comparing standards reached in the 2000 national tests for eleven-year-olds with those of pupils in all schools and from schools in similar circumstances, standards are below average. This is because too few pupils achieved the higher levels. The school has identified this weakness through the analysis of national test results at the beginning of the current school year and has taken steps to improve standards in recent months. 2001 national test results show that standards achieved by eleven-year-olds have improved. The school has met the target of 87 per cent of eleven-year-old pupils reaching the national expectation in English this year. Progress over time has been erratic in the past five years, although the overall trend is upward to a point last year when standards reached national averages. They have continued to rise, although the proportion of pupils reaching the higher Level 5 has declined slightly this year.
63. There has been a slight decline in standards achieved on the national tests for seven-year-olds this year. Very few pupils have reached the higher levels in reading or writing. Last year, standards were well above average in reading and above average in writing in comparison with similar schools. Girls achieve significantly better than boys in writing throughout the school, but particularly at Key Stage 2. Year 6 boys are generally disinterested in reading and have little to say about their favourite authors.
64. Speaking and listening skills are above average. Pupils are confident and articulate, express their views with clarity and persuasively. For instance, in the school council meeting, a good debate took place about the problems encountered with the long queues at the stationery shop. In some lessons, pupils are not encouraged to discuss their ideas by the teachers. There are weaknesses in spelling and too few opportunities are provided to develop literacy across the curriculum. Pupils with special educational needs achieve very well in the small group sessions, but they miss out on essential work in the literacy hour because they are not taught with the rest of the class. In some classes, they are not well supported and so overall, their achievement is only satisfactory.
65. When children start school, they have well developed speaking and listening skills. Standards achieved in the assessments completed in their first term in Reception class show their attainment to be above that of other schools in the local education authority. They can write their name and enjoy sharing books. Children are encouraged to record their investigative work. For example, displayed work about the 'Bad-tempered Ladybird' included examples of Reception-aged children's independent writing. Children know several initial sounds. Due to good teaching in the Reception class, the children have attained the Early Learning Goals and several are working on the National Curriculum Programmes of Study. The progress is not sustained at the same rate in Years 1 and 2 due to challenging behaviour by a small number of pupils in each class in Key Stage 1.
66. Standards in reading are above average. Younger pupils break down words they cannot read which helps them to learn new vocabulary well. They also re-read sentences to help guess words they cannot read. Even less able readers in Year 2 can find their way around an information book by using the contents and index to find specific information. The use of some of these strategies is less common by the time pupils reach Year 6 as

they brush over words they are less familiar with. Too little use is made of information and communication technology to develop research skills. There is no checking to show how literacy is promoted in other subjects, although it is evident from pupils' work that pupils apply the new technical vocabulary they learn and opportunities to write for a range of purposes are provided, particularly in science.

67. Good use is made of the library. Pupils know how to find a particular book. Older pupils use the classification record to find out what is available. Younger pupils in Year 2 showed very good familiarity with the information texts. Year 6 pupils' knowledge of well-known children's authors is limited as they do not read much for pleasure, especially the boys. Pupils use their skills well when reading from books. The additional adult support for literacy is excellent and is clearly having an impact on raising standards in Years 3 and 4.
68. Writing is generally satisfactory throughout the school. It is showing good signs of improvement in Years 3 and 4. In Year 3 for example, pupils wrote a poem of rhyming couplets accurately and imaginatively as a result of the clear explanations and instructions from the teacher. Standards achieved in lessons are reflected in the quality of teaching. At times, expectations of what pupils can do are too low and too much time is spent organising and managing the pupils, particularly in the infants. Year 5 pupils showed a good understanding way to arrange a leaflet of instructions or information with bold headings and bullet points but were not provided with models or sufficient challenge to improve their own leaflets. Standards of handwriting are variable. They are generally satisfactory in English books but less so in writing in other subjects. The presentation of work in Year 6 is unsatisfactory for about one-quarter of the pupils and common spelling mistakes are frequent.
69. The quality of teaching is satisfactory in the infants, good in Years 3 and 4 and satisfactory in Years 5 and 6. Pupils with special educational needs are taught very well in the short sessions they have out of the classroom. A potentially good lesson was hampered for the pupils by a lack of resources which led to pupils sharing whiteboards. At times, the progress in lessons is too slow because the pace is slow and time is wasted moving pupils from one activity to another. Strong features of learning include a good pace, clear demonstration and explanation by the teacher and sharing of the learning intentions. Unfamiliarity with the National Literacy Strategy is the main reason for the weaker teaching. Pupils are not always extended or challenged to achieve more. For example, when they were asked to redraft their work to improve it, pupils repeated what they had done before. Where teaching is satisfactory, too much teaching time is spent achieving and maintaining control which detracts from helping pupils to learn. Marking is satisfactory. Work is checked regularly by teachers but lacks comments to help pupils improve their work or reference to the achievement of targets. Procedures to introduce setting of targets for pupils, which state what is expected to be learned term-by-term to show how pupils will reach or exceed nationally expected levels and beyond, are embryonic and a priority for the school since the appointment of the current acting headteacher.
70. There have been changes in the leadership and management of the subject in the past year. The acting headteacher is the temporary co-ordinator. A newly appointed teacher is responsible for the oversight of the library. The impact of their work is good. As part of a wider analysis of the strengths and weaknesses in the subject, the headteacher has identified the underachievement of boys and Key Stage 2 generally. This is being effectively tackled through detailed observations of lessons with feedback to staff to raise the quality of teaching. In addition, for the first time, pupils have completed the optional national tests to establish a system to track progress year-by-year.

71. Additional classes to help prepare pupils for the national tests and very good additional literacy support teaching are helping to target those pupils in need of additional support. Recently appointed staff have the capacity to improve standards considerably in the future. This is particularly evident in Years 3 and 4. The resources available to support the subject are appropriate but are insufficient. For example, it is inappropriate for pupils to be sharing individual whiteboards or texts used in guided reading.

MATHEMATICS

72. While there have been some variations in standards in recent times, the pupils leaving the school at age eleven in the current year have achieved well and standards are above average. The results of national tests in the current year show an improvement on the previous years' results with about one-third of eleven-year-old pupils reaching the higher levels. The pupils have met the school targets this year. Pupils start school with levels of understanding which are close to the average, although higher than the local education authority average and by the age of seven and eleven, achieve standards that are above average. The overall trend over the past four years throughout the school is upward. The overall good quality of teaching, the careful planning and the imaginative use of the National Numeracy Strategy methods in lessons, have strengthened the pupils' enjoyment of all aspects of the subject and have led to improved standards.
73. The understanding and use of the subject by pupils of all ages are good. Teachers' planning for a variety of subjects, such as science, geography or design and technology includes the use of mathematics for measuring or recording the results of surveys. A good range of number activities is provided throughout the school at levels appropriate to the pupils' ages and current levels of attainment. These challenge the higher attaining pupils to extend themselves further while the lower attaining pupils consolidate their understanding and skills with numbers. The sessions of mental mathematics, which start off daily lessons have had, and continue to have, a good effect on the pupils' achievements both in the pace and levels of difficulty of the sums they tackle. This is true of pupils in all classes of all levels of mathematical ability. Pupils aged from five to seven are familiar with the characteristics of simple shapes such as squares and triangles; this knowledge is extended as they grow older to include solid shapes such as cubes and spheres. They use these skills in designing and making objects in other subjects in the curriculum such as the zakat boxes made in religious education. The older pupils from seven to eleven also develop their understanding of how to collect, display and use information from surveys or the records of experiments but this area of mathematics is less well tackled than the others. Plans are in hand to develop it further and to associate it with other planned improvements in information and communication technology. Pupils with special educational needs receive adequate support for most of the time in most classes. In some cases, their removal from part of lessons to work at English leaves them at a disadvantage on their return. This reduces the quantity and quality of their learning.
74. The quality of teaching and learning is satisfactory in the infants and at least good in the juniors. The teachers have a generally good level of knowledge and understanding of the subject and how to teach it. This enables them to present the work in interesting ways, to adapt the planning of lessons as they go along in the light of the pupils' responses and to provide clear support to pupils when they struggle to understand a new idea as the teacher moves from group to group. They also challenge the higher attaining pupils to try even more difficult problems such as seeing how far they can go in doubling numbers. The quality and the quantity of learning of pupils of all ages are enhanced by these challenges and by the successful development of good relationships between

pupils and teachers, and between the pupils, so that they are willing and able to help each other, especially in group work. Such was the case when they were discovering the lines of symmetry in a number of regular but complex shapes such as octagons. The marking of work is generally regularly done. In most cases, it does not give a clear idea of what the pupils need to do to improve their work, though what the teachers say to pupils in lessons does so and has a good impact on the quality of their learning. In one class, pupils are provided with targets to aim at in the subject. This gives them a clear idea of what they need to do each term to improve the standard of their work. The teachers' management of the pupils is good on the whole and this ensures that the pupils generally work quickly and well, and that their enthusiasm for mathematics is maintained. All the pupils try hard and extend their learning well, handling bigger and bigger numbers or learning how to use 360-degree protractors accurately. This is true also of the pupils with special educational needs whose learning is generally satisfactory.

75. The leadership and management of the subject are satisfactory. The role of the co-ordinator is currently being developed so that the impact of the specialist knowledge and upgrading of skills through continued training can be more readily available throughout the school. An awareness of the use of the analysis of national test data is relatively new and has acted as a spur to the co-ordinator to improve standards in her own class and take account of the results of other standardised testing used throughout the school. The planning is effective in ensuring that all aspects of the subject are covered well. The resources are sufficient for the needs of the curriculum and are ably managed so that the work of the teachers and the learning of the pupils are well supported. Support provided for teachers through the observation of their lessons and a study of their planning has recently been undertaken by senior staff and plans are in hand for it to be extended. This is part of the necessary improvement of the leadership and management of the school that was identified in the previous inspection and is already having a beneficial impact on the standards in the subject.

SCIENCE

76. Standards achieved by the age of eleven are generally satisfactory in lessons, although there are several examples of underachievement, particularly in the amount of investigative work completed by pupils at the end of the juniors. Overall, there is a slight improvement since the previous inspection. The trend in national test results over four years has been upwards. In the 2000 national tests, the number of pupils who gained the higher level was above the national average. National test results for 2001 show an overall improvement in the proportion of pupils reaching the nationally expected level, but a decline in pupils reaching the higher levels. Over time, girls have achieved slightly better than boys. Achievement is improving in the lower junior classes due to the increased emphasis given to exploratory and investigative work and the encouragement to pupils to put forward their own ideas. For example, in Year 3, pupils learned through their investigations in earlier sessions what to do when plants wilt.
77. By the age of seven, standards are satisfactory in lessons but pupils do not reach the higher levels in the teacher assessments. The exception is the work on life processes and learning how to group foods such as meat, vegetables and dairy products. Similarly, pupils identify properties of materials in terms such as hard, soft or bendy. Their achievement is better when they are challenged to use this information in an everyday situation. Good examples of this are evident in Year 2 when shopping for party food or finding out about homes for design and technology. Achievement by the age of seven is satisfactory. Progress is unsatisfactory in lessons where pupils find their work too easy. This occurs because the scheme of work is followed before considering what

the pupils already know. Unsatisfactory matching of work also occurs in some lessons for the older pupils. Pupils make effective use of mathematical skills for sorting objects into groups or collecting data to create a bar graph.

78. Pupils' achievement by the age of eleven is not as good as it should be. High attaining pupils in Year 6 completed work on light quickly and spent the rest of the time colouring worksheets from a previous lesson. Discussion with Year 4 pupils shows they understand ideas such as camouflage and why some birds and animals need it. One pupil talked enthusiastically about foxes and understood why a chicken farmer is unlikely to be equally enthusiastic about them. By developing pupils' own knowledge, the teacher moved their understanding of animal habitats along at a good rate. Pupils with special educational needs are making satisfactory progress, although generally this is always through adult support rather than being given easier work to do. For example, effective adult support enabled three Year 2 pupils to improve their understanding of scientific vocabulary.
79. Teaching and learning are satisfactory throughout the school. Strengths include familiarity with the National Curriculum Programme of Study as well as the nationally recommended scheme of work. Lessons are generally organised to follow the recommendations for teaching English and mathematics. This approach is having a beneficial impact on pupils' learning. Objectives for learning are shared and tasks are planned to meet the objectives. Strong subject knowledge is an additional feature of the good teaching and is a characteristic of the teaching by the recently appointed staff. Pupils learn well when they are encouraged to discuss their ideas and findings. In the best teaching, pupil responses are used as teaching points to check vocabulary and knowledge of the previous lesson so that pupils make good gains in learning. Some lessons have expectations which are set too low. This occurs because planning is not securely based on what pupils already know and teachers follow the recommended scheme of work uncritically. Consequently, when some pupils find their work too easy they become inattentive and a distraction for the majority of the class. Older pupils in this situation often respond by quietly getting on with undemanding activities. In such lessons, learning is unsatisfactory. The planning of lessons has improved since the previous inspection. Some inconsistencies remain in planning for special educational needs pupils. The use of assessment information is unsatisfactory. No use is made of the results of the national tests to set targets or to plan work at different levels.
80. Leadership from the recently appointed co-ordinator is satisfactory. A development plan is in place which, when implemented, is likely to improve attainment and teaching in the subject across the school. The co-ordinator has a good level of understanding of the strengths and weaknesses in the subject. The main areas for development, making use of information and communication technology and increasing the amount of time for investigative work, are rightly included in the school improvement plan.

ART AND DESIGN

81. Standards attained at ages seven and eleven are broadly in line with what is expected of pupils the same age elsewhere. This is a similar picture as that found in the last inspection. The pupils' picture making, whether as a result of close observation of flowers or other objects, or as a result of the use of their imagination, is skilful, colourful and effective. The quality they achieve indicates a level of teaching which is at least satisfactory. Pupils' design skills have been used well in the creation of wall hangings, curtains and banners and to provide the basis for other displays around the school. While the standards of painting, drawing and printing are satisfactory, there is a lack of work, such as making models or figures in clay or other mouldable materials, to build on

the creative work they are introduced to in the Nursery using dough and other similar media. Art is used well to support other subjects in the curriculum as well as a means of self-expression. A significant feature of the work is the good use made of voluntary and other support. Talented parents provide support in classes and visiting artists provide inspiration and a vision of what can be achieved. As a result of the work the staff do to build up the pupils' self-esteem and sense of worth and the good personal relationships that this brings about, pupils are willing to try out different skills and media as well as new techniques. This gives richness to the work they produce.

82. The pupils' skills in drawing, painting and in printing techniques are satisfactory in almost all cases and for a significant number of the higher attaining pupils. They are better than the average for pupils of their age at seven and eleven. Both the younger and the older pupils explore ideas visually and discuss with their friends how best they can be developed in the medium, such as paints or pastels, selected or provided. The older and higher attaining pupils in particular, discuss each other's work effectively in order to improve it. English literacy skills are satisfactorily developed as the pupils use a broadening and specialist vocabulary to describe what they are doing, or are planning to do to improve their creations. The study of the work of artists of note from the European heritage and of non-European cultural forms while not ignored, is not a strong feature of the work. Evidence of modelling and other three-dimensional work is also slight, suggesting a narrowed range of art and design activities available to the pupils. The photographing of examples of the pupils' work is not regularly carried out and a useful stimulus for pupils' ideas is thus lost. Planned developments in information and communication technology, such as the use of a digital camera for the visual recording of events and things made by pupils, will help to broaden the range of art and design activities. This initiative will develop the pupils' experience and vision of what they might be able to do. It will also enable the work of the older and higher attaining pupils to act as a stimulus for the younger pupils to improve the quality of their work when the original pictures or made objects are no longer available. Teachers make increasing use of information and communication technology programs to extend the pupils' practical, artistic experience. The extension of this to broaden their familiarity with European and world art is at a very early stage of implementation as the facility to use the Internet and CD-Rom encyclopaedias is just being developed. Pupils with special educational needs make satisfactory progress.
83. The limited amount of teaching observed is satisfactory and a significant feature of it is the good planning, providing for a range of experiences for the pupils to enjoy in the lesson. The talents and experience of volunteer helpers are used well to provide support in the classroom. This was very evident as one class began to create a mosaic on a Roman theme, connected with their work in history, from tile fragments stuck to hardboard under the guidance of two parent helpers. While this was going on, the class teacher supported the rest of the class in designing their own mosaics, initially using coloured card and paper instead of tile fragments. The planning of work in art is carried out effectively so that resources are used properly and not wasted or misused. The teachers' good management of the pupils enables the pupils to enjoy the success that comes from using good resources well and to improve their achievements. The pupils enjoy the work provided in art and persevere well with their tasks.
84. The co-ordination of the subject by a part-time teacher new to the task is satisfactory but is being steadily developed. Resources are now well organised and readily available for the staff. The subject is planned suitably around a national scheme of work while a policy and scheme of work particular to the school based on these suggestions and the National Curriculum requirements is being worked on. The assessment of standards in art has not been formally undertaken. It is intended that this will be incorporated into the

planned pattern of work for the school. The study of the planning of work in art for each class has begun to ensure the proper development of the subject throughout the school. The checking of teaching does not yet take place. Art makes a significant contribution to the provision for the pupils' spiritual, social and cultural development.

DESIGN AND TECHNOLOGY

85. Standards are typical for pupils aged seven and eleven. They are broadly in line with the national expectations for their age. This is higher than at the last inspection for the older pupils. The main issue then was the limited range of materials used by pupils in Years 5 and 6. This has largely been addressed, though it will take another year to work through to Year 6 due to the two-year cycle for organising the topics. Pupils' progress in the use of tools and applying the appropriate stages to designing and making a product is satisfactory. Under the direction of a new co-ordinator, who fulfils his role well, the subject is being successfully reinstated into the curriculum.
86. Years 1 and 2 pupils have designed and made glove puppets. Notes on their display show they have discussed different types of materials and fastenings. They use a standard form for their design planning, which carefully leads them through the various considerations in order to make their product. This is effective in teaching pupils that designing and making is a process which has to be learned. Teachers have understood this and their consistent use of a standard form for recording notes and design features is good. Finished puppets on display show that pupils are competent at cutting with scissors and joining different materials.
87. Pupils in Years 3 to 6 have experienced a range of skills and topics which is beginning to capture their interest in the subject. Years 3 and 4 have designed and made money containers which involved the evaluation of their product to establish if it suits the purpose. There are occasions when pupils are working at a skills level below their age. This is inevitable when the subject has not been taught consistently for two years. Progress in making realistic plans for their ideas is satisfactory. Higher attaining pupils are demonstrating their ideas capably with labelled diagrams and show good sense of responsibility and application. Overall, their achievement meets expectations. Pupils with special educational needs participate in lessons fully. They explain their ideas effectively, when writing them would be more difficult. They are making satisfactory progress.
88. Judging by the work on display and a small amount of photographic evidence, teaching is at least satisfactory with some good features. A good lesson with Year 5 involved pupils in using tools safely and accurately, having designed their product in the previous lesson. Their toy with moving parts is based on the cam principle, which most pupils understand. The teacher clearly understands what skills and knowledge pupils' need and made pertinent interventions to check their progress and raise issues as the work progressed. Relationships between pupils are good, which is having a positive effect on safety and sharing ideas freely.
89. A good feature of the teaching is the way design and technology is taught in the context of the wider world. Many of the tasks have a practical application and effective use is made of expertise from outside school. A good example is use of a parent helper, a chef, to supervise the baking of bread. Aspects of the subject, such as assessment, have not yet been considered.

GEOGRAPHY

90. Standards in geography for pupils aged seven remain at what is expected for their age and they are making satisfactory progress. As reported at the previous inspection, standards of attainment for pupils aged eleven do not meet the expectations for their age. Although there are pockets of appropriate attainment, the subject is a weak area of the curriculum. Coverage of the National Curriculum Programme of Study is weak and insufficient time is given to the subject in the juniors. Insufficient opportunities are provided for pupils to write their own work. Instead, they have too many unchallenging worksheet tasks. This is no different from the previous inspection judgement. Consequently, their achievement is unsatisfactory and they are not well prepared for the next stage of education.
91. Achievement is satisfactory by the time pupils leave the infants. The pupils learn about the world in which they live. A good example of this occurred when pupils collected information about their holiday destinations. From this they created a bar graph. Pupils also have a secure idea of what is meant by natural and human features on the landscape. Features such as tree, flower, school and lighthouse are recorded onto the correct list. Achievement for higher attaining pupils is not as good as could be expected after a good start in the Foundation Stage of their education.
92. Examination of work produced over the school year shows geography for Years 3 to 6 is unsatisfactory. Taking account of the national standards expected for their age and recognising the sound start earlier in the school, pupils are not progressing at an appropriate pace. This is the same judgement as the earlier inspection and is due to the low expectations of what they can do. This leads to low-level activities, which are insufficiently challenging. The standards of map work are poor, both in presentation and understanding. Pupils do have occasional chances to deal with the social and moral issues of the subject. In Year 5, they have discussed the arguments over a local by-pass road. When challenged by a visitor, Year 6 pupils showed higher levels of understanding than work in their books indicates. They demonstrate good interpretive skills using aerial photographs and a secure knowledge of landscape features. They make acceptable calculated guesses to such questions as 'Are these buildings likely to be in Great Britain?' or 'What features tell you this is an old established town?' by introducing climatic, building and economic reasons for their answers.
93. Teaching is satisfactory overall for the younger pupils, with good features. One good lesson was observed where the teacher questioned the pupils effectively and frequently gave them opportunities to demonstrate their local knowledge. Having a secure knowledge of the subject, she used pupils' responses to check what the rest of the class thought and raised further questions. This improved their general knowledge effectively and moved the lesson along at a good pace. As reported at the previous inspection, most teaching is unsatisfactory for the older pupils because tasks are too easy. All pupils do the same level of work, regardless of ability or needs. Consequently, few pupils are engaged in geographical enquiry or have opportunities to improve their general knowledge. No use is made of information and communication technology or ways in which special needs pupils can be accommodated.
94. The subject leader has only recently had the opportunity to tackle the weaknesses in the subject and is making a good start. There is a clear development plan prepared, which aims to improve standards, but is too recent to show improvement. Resources, such as good quality atlases, are being improved and visits out of school have a clear geographical content. There is no assessment to inform teachers how well pupils are progressing.

HISTORY

95. As reported at the previous inspection, standards and achievement are in line with the national expectations for pupils aged seven and eleven. The above average standards achieved by pupils in Years 5 and 6 mentioned in the previous report have not been maintained. In Years 3 and 4, the National Curriculum study units are taught in an interesting way. Pupils' knowledge of different times in history is more secure because they study in greater detail and depth than previously reported. In discussion with a visitor, Year 6 pupils reveal a higher level of understanding about castles and interpretation of historical sources that is not reflected in their exercise book work.
96. In Years 1 and 2, teachers successfully use a variety of methods to raise and maintain pupils' interest while improving their knowledge of historical personalities. Pupils know at least one fact about Samuel Pepys and Florence Nightingale and what it is they are famous for. Work displayed in classrooms shows that by the age of seven, pupils have developed an appropriate sense of the past. As a result, they understand why events such as the Great Fire of London occurred and explained this well.
97. Pupils in Years 3 and 4 learn about different periods of history through stories, video, pictures and artefacts. They have improving opportunities to use their writing and speaking skills to contribute to lessons and describe events. Through a role-play activity, pupils in Year 3 are beginning to understand that history can be interpreted in different ways. For example, a Roman soldier and an Iceni warrior have different views about the revolt by Boudica. This approach is not continued with the older pupils. Consequently, their rate of learning is not maintained, which affects the standards they achieve by the time they leave the school.
98. Teaching is satisfactory overall, with good features. More teachers are becoming aware that literacy work can be taught through history. This is one of the reasons why they successfully cover the National Curriculum, despite the small amount of time given to the subject. Most attempt to provide some support for special needs pupils, but this is inconsistent. In contrast, higher attaining pupils are not always given more challenging work and this prevents them from achieving their personal best. Lessons are well managed and resources used effectively to promote interest in the lesson. Older pupils are given too many low-level work tasks that have an adverse effect on their progress and eventual attainment. Much time is wasted on colouring-in tasks, at the expense of more challenging research and writing activities.
99. The level of leadership of the subject is satisfactory. Most teachers are secure with what they have to teach. The co-ordinator has created a clear plan to support and develop the work already begun. Improving pupils' standards of presentation and adopting a more rigorous approach to improve attainment are the priorities in the plan. Currently, this does not include how pupils' work will be assessed so that their progress can be monitored effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

100. The recent creation of the computer suite of ten machines in one room has enabled the school to improve the quality and range of instruction in the use of information and communication technology. This has gone a long way to ensuring that the school can keep up with developments in the teaching of the subject, though at the same time, it has reduced the opportunities for pupils to use ICT as an essential element in the learning of other subjects. The staff are making good use of the training opportunities that are being offered as part of the national strategy to improve standards in ICT. Some teachers are also taking courses of training privately to improve their skills. This is having a positive effect on the pupils' achievements throughout the school. The already

planned broadening of the curriculum in ICT is beginning to have a beneficial impact on standards in the subject. These standards are satisfactory overall, but good in those areas of the subject where pupils have had most experience such as word processing and working with spreadsheets and databases.

101. Among the pupils aged five to seven, there has been a good development in the skills needed to use computers as well as other electronic teaching devices such as listening stations and tape players. Among the older pupils in the school, these skills are further developed so that by the time they are eleven, the average and high attaining pupils among them demonstrate skills in using computers for a variety of purposes that are at least what is expected of pupils of their age. By the time pupils are eleven, and in most cases when they are aged ten, they go straight to the machine in order to explore the Internet to gather information, or send and receive e-mail messages from linked schools. They compose stories or poems directly onto the keyboard and choose the most appropriate font in which to print out their work. They successfully edit their writing directly onto the screen so that they can produce an accomplished piece of writing with few, if any, errors quickly. Individuals use ICT either at school or at home to investigate further work that they are doing in subjects such as history or geography. However, there is as yet no established system for this to be a regular part of ICT in the school. Sound standards and good levels of achievement are gained as a result of the pupils' and the teachers' enthusiasm for the subject and commitment to success. These standards are to be found in all classes and within each group of pupils, including those with special educational needs. Those who work with the learning support staff have good opportunities to develop skills and understanding of ICT which they use well.
102. All the teaching of ICT is at least satisfactory and just under half of that seen is good. The good quality planning, which is based on the nationally recommended Qualifications and Curriculum Agency's suggestions, ensures that the pupils' learning of skills and their achievement of understanding develop steadily from year-to-year. The analysis of what the pupils are able to do has revealed a need for some of the older pupils to have instruction in skills and techniques normally developed among younger ones since the programme was not securely in place when they were at that age. These catching up courses are currently being planned for. Where the teachers' own skills and understanding of the subject, which is rapidly and constantly developing, are good, then the teaching follows suit. The school as a whole and teachers individually recognise this and use a variety of ways of developing personal skills in ICT, and this good level of commitment has had a very positive effect on the achievement of pupils throughout the school. For example, a class of pupils of Reception age built up a diagram representing the class's favourite animals, logging onto the program, selecting the pictures they would use and building up the pictogram with ease and assurance. They were helped in this by the teacher's skilful instructions which made much of the activity into a game, and by the system of work buddies whereby pupils support each other. Older pupils in Year 5 developed the facility for using an initially complex method for searching a database to identify particular selections of the information stored. This they did with confidence and accuracy, clearly understanding how to use the interrogators 'and' and 'or' separately and together. Other, older pupils received and sent e-mail messages to a school linked to the network.
103. The co-ordination of the subject is being developed well; it is based on a good practical, commercial understanding of ICT linked to a developing understanding of how the subject can be taught in school. Support for teaching is managed well and an analysis of the use and availability of resources has identified areas where more are needed. This includes an increase in the number of computers as funds become available over time, as well as a wider range of programs and peripherals used in control technology.

The resources currently available are used well. The monitoring of teaching and the analysis of pupils' learning have identified areas for further development which are clearly identified in the school's improvement plan.

MUSIC

104. In the two or three years preceding September 2000, standards in music had declined as a result of the suspension of regular music lessons throughout the school. Since that date, the situation has been reversed. As a result of renewed interest in the subject, the involvement of newly appointed members of staff with musical ability, and the adoption of nationally and locally produced schemes of work, the pupils' standards of achievement in music are improving. Currently, pupils in Years 2 and 6, that is at the end of each key stage, are achieving standards of performance and music making that are clearly in line with what is expected of pupils of their ages. Plans are actively in hand to restore the engagement of pupils in larger scale productions and public performances within the community, as a school club activity supporting the lessons given in class. The involvement of the governing body through an active and committed link governor has helped to bring about a renewed engagement with the subject and a recognition of its useful function in the creation of a school community and the pupils' personal, spiritual, social and cultural development. The pupils have responded with enthusiasm and enjoyment leading to improved levels of attainment.
105. Throughout the school, pupils sing tunefully with proper attention to rhythm and the pitch of notes. The younger pupils clap in time with tunes effectively and match words to music with a sense of meaning. Older pupils match their singing well to the texture of the music, the different types of sounds involved and the meaning of the words. This they do with confidence and frequently perform with assurance. Pupils also make interesting and sensitive music on a variety of instruments, developing their own themes either as individuals or in small groups and bringing them together into a joint performance. Pupils of all ages make careful and sensitive critical comments about their own and each other's performances as a means of improving them. They also recognise music played to them on tape or disc identifying it by type and in some cases date, as in the case of the Year 6 pupils recognising music related to some recent history they had done. The pupils are generous in recognising the varying skills that are present in each class, and the higher attaining pupils are equally generous in sharing their skills in combined performance. Pupils with lower levels of attainment are fully incorporated into the work done in each class and are not allowed to feel inadequate.
106. The quality of teaching is good. The teachers' levels of understanding music, and of how pupils learn it, is good and contributes significantly to the pupils' performance and understanding. This was clear as a class of older pupils composed tunes on glockenspiels in small groups and then put them together as a gamelan form of orchestra. They taped the results and set about improving the performance. The staff use a variety of teaching methods and capture the imagination of the pupils. This leads to increased motivation and higher achievement on the part of the pupils, such as when original tapes of Beatles' songs were used to bring an authentic sound to the singing of a class of the oldest pupils. The teachers make good use of the generally satisfactory range of sound quality resources, and use colleagues and support staff well in the classes of younger pupils. This encourages these pupils to work hard and well. As well as music in formal music lessons, in many classes, songs are used to re-inforce learning in mathematics, or as a means of building up the good behaviour and sense of belonging together in the classes of younger pupils.

107. Leadership and management of the subject are generally sound and have received a fillip from the increased importance restored to the subject and the increased involvement of other staff in the school. The subject is seen as having an important contribution to make to the planned improvements in the development of the pupils' sense of pride in their school and themselves.

PHYSICAL EDUCATION

108. Only two games lessons were seen during the inspection in Years 1 and 2. The weakness highlighted at the previous inspection has been addressed. Pupils' attainment now meets the requirements for pupils aged seven. Pupils are making satisfactory progress in exploring and refining basic skills in ball and racket games. Their racket control and hand-eye co-ordination has improved, but their rate of progress is hampered by lack of concentration and perseverance on the task. The most proficient pupils, about a quarter of the class, have sufficient control to sustain a four-stroke 'rally'.
109. Swimming is a strong feature of the physical education provision. Records show that all pupils achieve the minimum requirement to swim 25 metres. As a result of excellent teaching, the overall attainment is above average because of the good swimming style and the range of strokes pupils use. Some pupils attend swimming clubs and have experience of club competition. They are well above average swimmers for their age. A judgement on other aspects of physical education provision is difficult because no lessons were observed and the school has not kept photographic evidence. Talking with Year 6 pupils indicates that all games have been covered, either by the school staff or staff from the nearby high school. Overall curriculum provision, including dance, is satisfactory.
110. Parents have expressed concern at the swimming facilities available to the school. Inspection evidence shows that the pool is appropriate as a teaching pool and is adequate for the school to fulfil the requirement that all pupils should learn to be safe in water and swim 25 metres. The inspection supports the view that the style of teaching and lesson organisation is restricted because of the facilities. The range of activities, especially diving, is also limited by the facilities. Extra sessions are available at other centres so that pupils can train for the local authority standards awards. However, these are only accessible to pupils who have someone to take them at the appropriate time. Pupils who do not have this support are denied a chance to achieve their personal best.
111. The subject leader is very new and has not been able to have an impact on any aspect of provision. Hall provision and equipment is good. The school makes adequate provision for extra-curricular support and competitive sport. Teachers and pupils set a high standard of dress in physical education lessons, which reflects a good attitude towards the subject.

RELIGIOUS EDUCATION

112. The subject was unsatisfactory for pupils aged eight to eleven in the previous inspection. The quality of teaching and standards achieved have improved significantly with some examples of good and very good teaching observed. Standards have risen as a result of improvements in planning and support for teaching. The staff share a growing realisation of the part good religious education can play in the development of the pupils' personal development and sense of self-worth which is a significant element in the good ethos for learning which is a feature of the school. The improved

programme for the subject and the recently adopted scheme for personal, social and health education support each other well and together enhance this aspect of the school's life which in turn, supports the achievement of higher standards.

113. The pupils from five to seven achieve levels of knowledge and understanding of a sound range of topics which are clearly in line with what is expected of pupils in that age range. The older pupils also demonstrate a good understanding of the religious topics studied. They are especially good at discussing their own response to religious information and ideas, which they do with sensitivity, confidence and clarity. The selection of the syllabus used by some of the teachers lacks breadth when it concentrates on the Christian religion, which is dealt with well, more than the syllabus as a whole requires. This has the effect of reducing the breadth of the pupils' achievements in religious knowledge and understanding. Overall, the subject is taught effectively and the pupils are well motivated. As a result, the standards achieved throughout the school are at least satisfactory, and for some aspects of the curriculum and for some higher attaining pupils, they are good. Pupils with special educational needs make satisfactory progress in the subject and achieve at an appropriate standard.
114. The teaching of religious education has improved as more of the staff have increased in confidence. This improvement is reflected in the improved standards in the subject. It has been helped by the careful adoption and adaptation of the Gateshead Syllabus of Religious Education, which is supported by advice from the National Curriculum body. This development has a positive impact on the pupils' learning, as those teachers are better able to use pupils' questions and observations as ways of deepening their understanding well. A good example is the discussion about the words and ideas of 'donation' and 'sacrifice' which arose in an interesting study of Islamic almsgiving or Zakat in Year 4. The planning of religious education lessons is carefully related to the requirements of the syllabus, and the teachers' expectations of how well the pupils will achieve are generally sound. Where the teaching is based on a clear understanding of the subject, the pupils are urged to think deeply; they respond well, enjoying the challenge and the quality of their work is improved.
115. Good decisions about the development of the subject have been made in the past, and the very recent appointment to the co-ordination of the subject of an enthusiast has introduced a good means of improving the teaching and learning in the subject. Currently, the assessment of the pupils' learning has a low priority in the school, and the monitoring of the teaching of the subject is at a very early stage of development. The subject contributes very significantly to the pupils' spiritual, moral, social and cultural development in particular as well as to their personal development as a whole.